

COMMUNITY CONVERSATIONS

July 15, 7-8:30PM
Arlington Public Schools
Talks About Discipline





Moderator and Panelists

- **Moderator:** Jillian Harvey, Diversity, Equity and Inclusion Coordinator for the Town of Arlington

- **Panelists**
 - Dr. Kathleen Bodie, Superintendent of Schools
 - Dr. Roderick MacNeal, Jr., Assistant Superintendent
 - Dr. Matthew Janger, Arlington High School Principal
 - Brian Meringer, Ottoson Middle School Principal
 - Fabienne Pierre-Maxwell, J.D., Gibbs School Principal
 - Wendy Salvatore, Assistant Principal, Gibbs School Assistant Principal
 - Kate Peretz, Hardy Elementary School Principal
 - Thad Dingman, Dallin Elementary School Principal
 - Dr. Michael Hanna, Stratton Elementary School Principal
 - Stephanie Zerchykov, Brackett Elementary School Principal
 - Andrew Ahmadi, Peirce Elementary School Principal



Objectives

- Present recent discipline data
- Give an analysis of the presented discipline data
- Identify next steps to address issues of disproportionality
- Respond to questions from the community

GROUND RULES

- We all have the responsibility to respect and build on the strength that diversity provides
- We will engage in polite constructive/productive dialogue and feedback
- We will respectfully disagree with each other
- Unless you are a designated representative of an organization, opinions are considered your own
- When sharing a question, please be short and to the point
- We want to use this moment and space to take some time to allow for self reflection
- Take deep breaths



Elementary Schools





Elementary School Approach to Discipline

At the elementary level, we consider the developmental needs and abilities of the children, stress peer to peer conflict resolution, and direct teaching of social emotional skills.

Our discipline system is modeled after:

- explicit teaching and community building
- logical, restorative consequences
- professional development and programming focusing on positive teacher language
- culturally proficient school-wide practices
- positive reinforcement
- a network of safe adults



Responsive Classroom

The Responsive Classroom approach to teaching is comprised of a set of well-designed practices intended to create safe, joyful, and engaging classroom and school communities.

The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs.



Guiding Principles of Responsive Classroom

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
5. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.



Network of Behavioral Support Staff:

Social Worker

- The school social worker has been an important asset to students, parents, communities, and school districts.
- School social workers are able to help children and adolescents overcome a number of obstacles that could impede both social and academic success.
- School social workers offer crisis intervention, conflict resolution, and counseling to students to help each individual child or adolescent gain the social understanding needed to interact in the school environment and learn.
- School social workers are also often key in the implementation of behavior management strategies within a classroom. With advanced knowledge in the various possible impediments to learning that a student might have, social workers can help teachers gain a better understanding of everything from social barriers to developmental delays.



Moving Forward: next steps for the Elementary level

Education, School Culture, and Data Collection:

- Continue to support and maintain safe, anti-racist, and inclusive school communities and provide PD designed to enhance this work
- Begin to collect, at all elementary schools, data on office referrals that include information on race, as well as other categories (*students with special education plans and students who speak a language that is not English, for example*).
- Continue to support the training of new teachers in culturally responsive approaches to behavior management (*ie. Responsive Classroom*) and support SEL at all levels including PD for educators.
- Establish a clear set of expectations for how and when classroom teachers seek out the support of others, including building administration, when a student is struggling with behavior, as well as additional opportunities to reflect on our response to misbehavior and the part we as the adults in the community play in these moments.



Gibbs 6th Grade School





Gibbs School Approach to Discipline

At Gibbs we always look through the sixth grade lens when approaching discipline. We consistently record Suspensions, In-School Suspensions and Detentions in Powerschool. We believe in logical consequences. As a rule, we do not have detention. Our discipline system is modeled after the Responsive Classroom approach:

- Involve students in clear, posted expectations
- SKILL BUILD when redirecting and reminding of expectations.
- Hold problem solving conferences between students and teachers; students and students
- Reinforce when students are following expectations

Logical Consequences:

- Break it Fix it
- Time and Space
- Loss of Privilege
- Time Owed
- Logical Consequence Slips



Gibbs: What We Notice

- During visits, fifth graders consistently ask “will we have detention in 6th grade?”
- The same students are showing up on our list more than once
- There are teachers that show up on the list more than once
- The behaviors are disrupting class
- Students are in the wrong place at the wrong time
- Students can be physical
- Students are experimenting with inappropriate language
- There are more males than females



Gibbs: Next Steps

- Gibbs needs to keep track of subcategories when recording logical consequences
- Gibbs needs to think about how we explore this data with teachers
- Gibbs needs to continue supporting students with skill building



Ottoson Middle School (Grades 7 and 8)





Views on Discipline

- All students should feel physically, emotionally, and psychologically safe at school.
- Students should not have their education disrupted by their classmates.
- Students make mistakes. It is our hope that when a student breaks a rule, they will learn from it—that it will be a teachable moment.
- When possible, we would like students to take responsibility for their mistake and fix any harm that they have caused. (Restorative Practices)



Tracking discipline data

- Historically, secretaries entered in the detention information. This year this was the responsibility of the assistant principals.
- State law requires specific reporting protocols for tracking suspension data. This information has always been recorded by assistant principals in PowerSchool.



What we have learned from the data

- Male students are more likely than female students to be suspended and/or receive detention.
- Special education students are disproportionately suspended and/or assigned detentions.
- African-American students are disproportionately suspended and/or assigned detentions.
- Last year, the Ottoson had 899 students, we averaged less than one detention per day. The previous year the average was less than two students per day.
- For the last two years, on average a student is suspended once every three days. A majority of our suspensions are in-school suspensions.



Next Steps at the Ottoson

- Meet with secondary level administrative team to develop a consistent approach to discipline, including detentions and interventions.
- Continue the professional development around anti-racism and the topics of implicit bias, white privilege, and systemic racism.
- Develop a Multi-Tiered System of Supports (MTSS) program which looks at educational supports that help students. We need to provide skills to students who are receiving multiple detentions.
- Recommend that the stipend for detention duty be moved from the teachers contract to the administrative contract to insure better communication and reliable data.



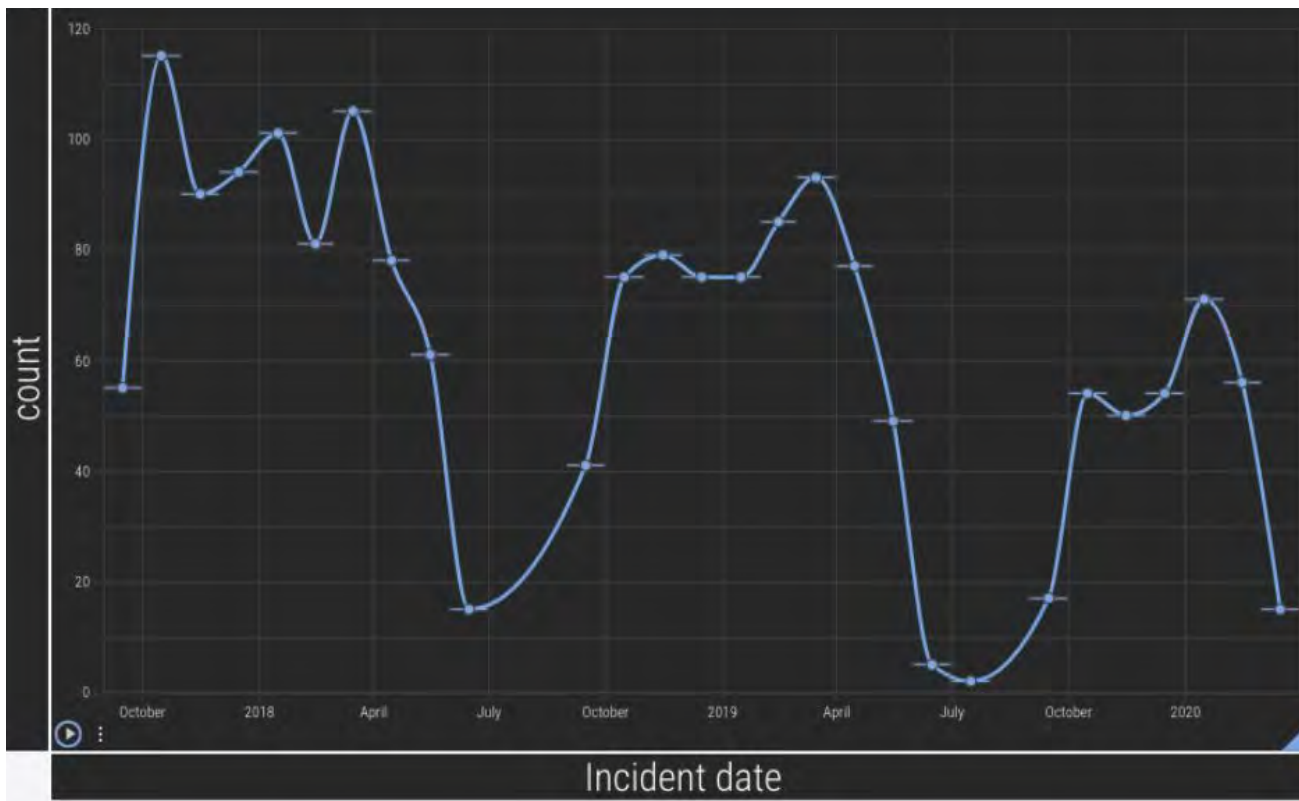
Arlington High School



Interpreting Discipline Data

- Tracking student behavior and staff response
- Looking for improvements in student behavior, equity, and effectiveness of staff interventions
- Looking for differences in treatment and effective responses for differences in behavior
- Strategies: Collaborative Problem Solving, Equity Training, Support Programs, Curriculum Review, and Climate/Culture efforts
- Disciplinary Philosophy: Kids succeed if they can. Move away from Plan A. Skill not will
- Problems to be solved are an interaction between the situation and student
- Seeing reductions in challenging behavior, but not in disproportionality

All Discipline Trends 2017-2020

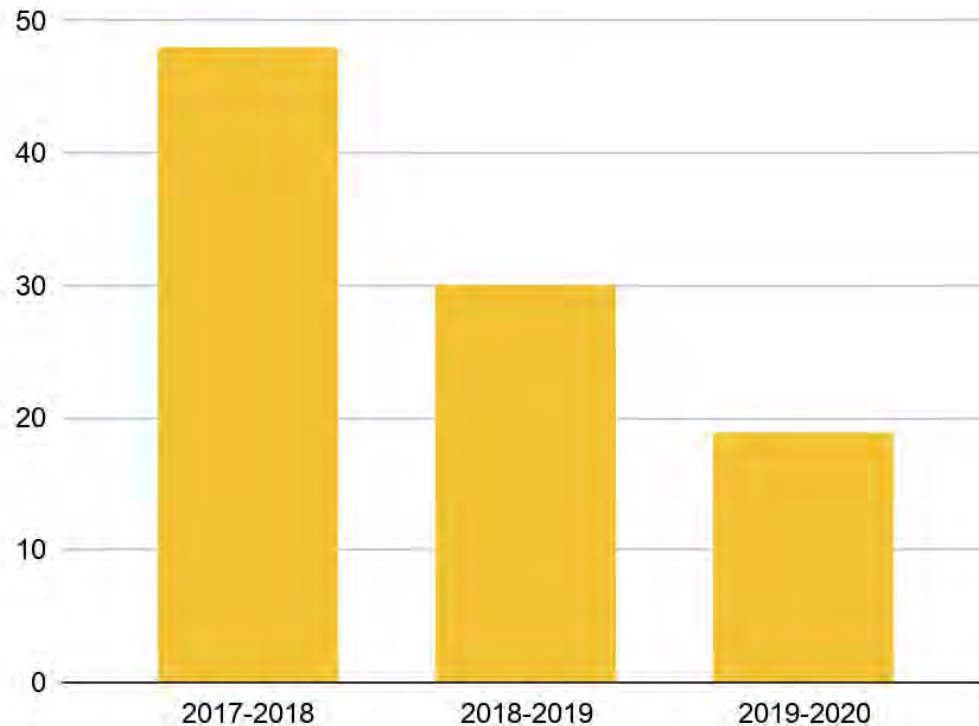




The Three CPS “Plans” A, B, and C

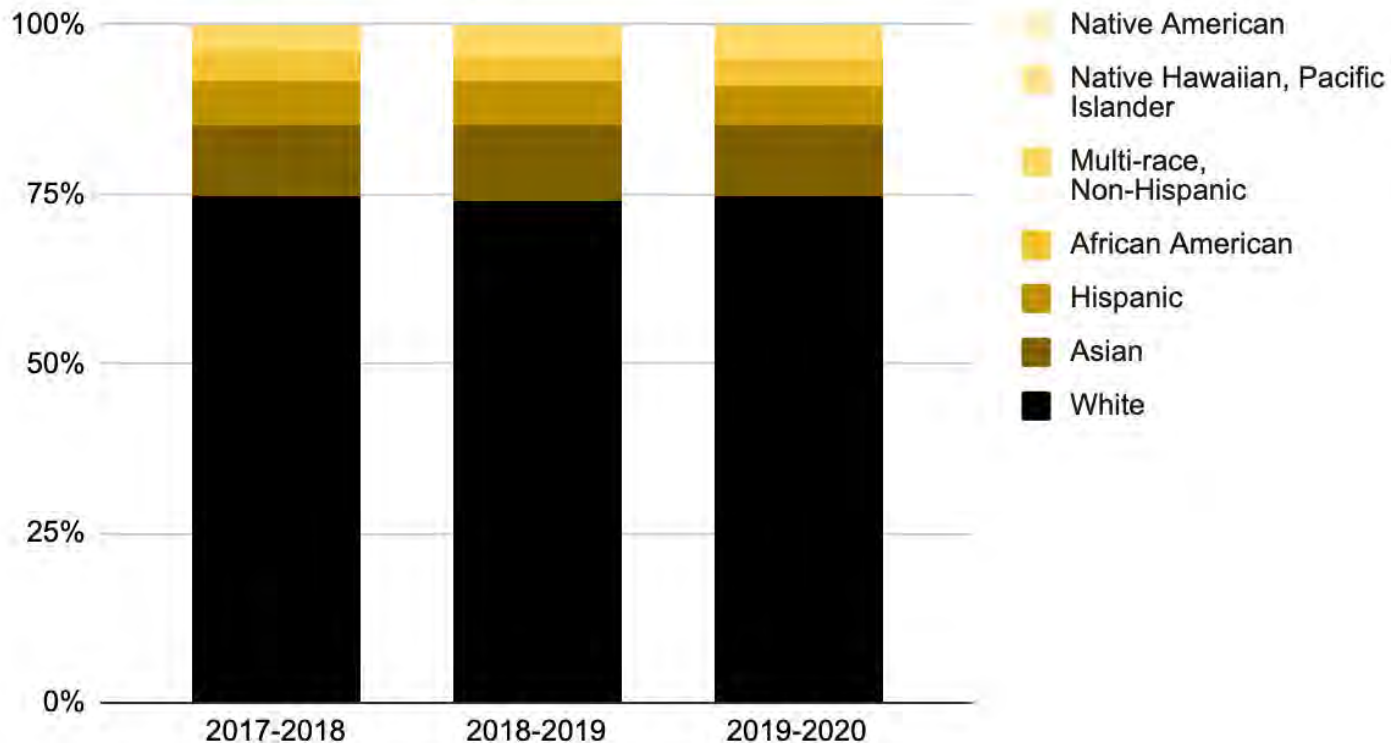
GOAL	PLAN A	PLAN B	PLAN C
Meet expectations	X	X	
Reduce challenging behavior		X	X
Build skills and confidence		X	
Problem solved		X	
Build helping relationship		X	

Out-of-School Suspensions 2017-2020

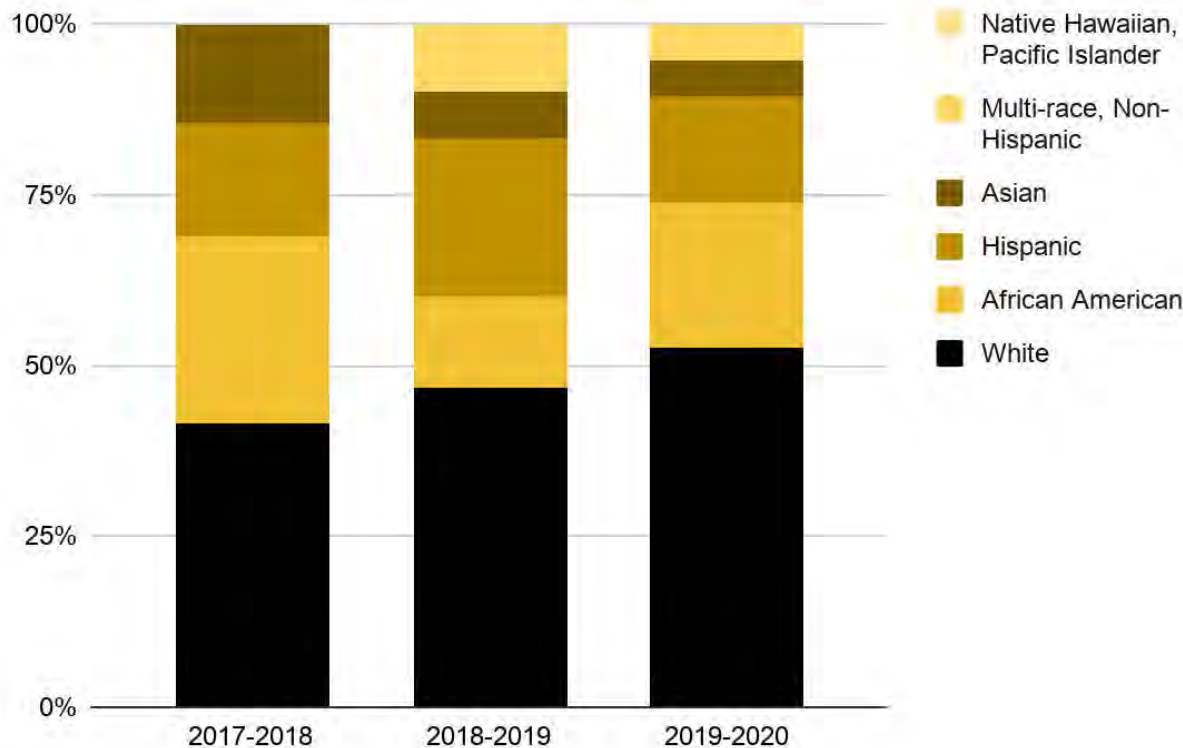




Student Population by Race



Out-of-School Suspensions by Race





Out-of-School Suspensions 2017-2018

	Population	OOS Suspensions	OOS Suspension %	Proportion
African American	4.4%	13	27.08%	616%
Asian	10.6%	7	14.58%	138%
Hispanic	6.4%	8	16.67%	260%
White	74.6%	20	41.67%	56%
Native Hawaiian, Pacific Islander	0.2%	0	0.00%	0%
Multi-race, Non-Hispanic	3.8%	0	0.00%	0%
	100%	48	100%	



Out-of-School Suspensions 2018-2019

	Population	OOS Suspensions	OOS Suspension %	Proportion
African American	3.7%	4	13.33%	360%
Asian	11.3%	2	6.67%	59%
Hispanic	6.3%	7	23.33%	370%
Native American	0.0%	0	0.0%	
White	74.1%	14	46.67%	63%
Native Hawaiian, Pacific Islander	0.1%	0	0.00%	
Multi-race, non-Hispanic	4.6%	3	10.00%	217%
	100.1%	30	100%	

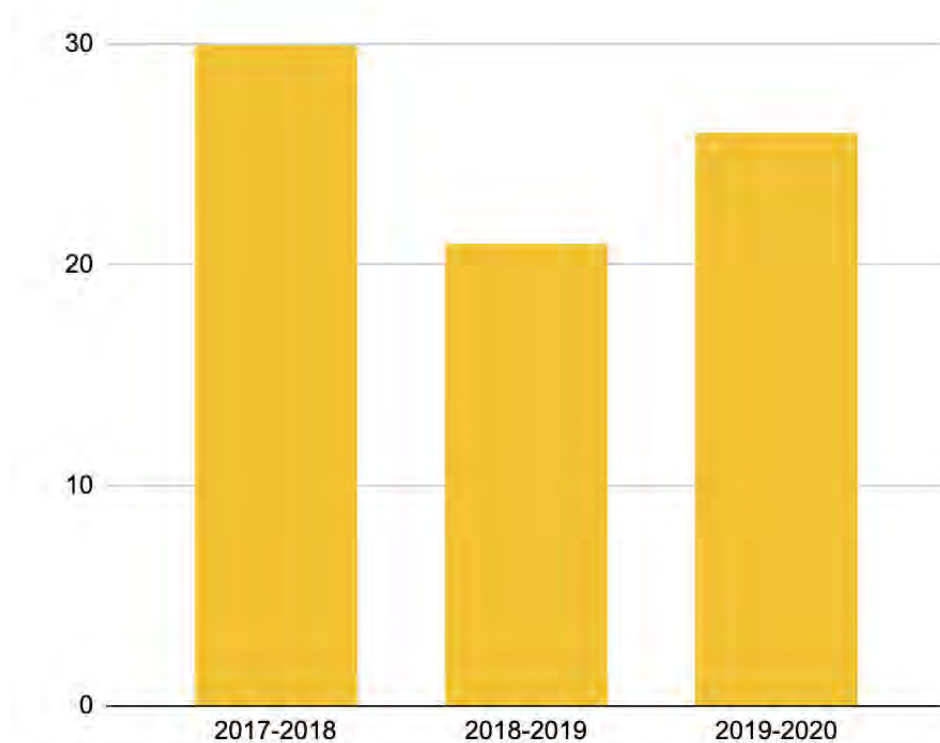


Out-of-School Suspensions 2019-2020

	Population	OOS Suspensions	OOS Suspension %	Proportion
African American	4.0%	4	21.05%	526%
Asian	10.5%	1	5.26%	50%
Hispanic	6.0%	3	15.79%	263%
Native American	0.0%	0	0.0%	
White	74.6%	10	52.63%	71%
Native Hawaiian, Pacific Islander	0.1%	0	0.00%	
Multi-race, non-Hispanic	4.8%	1	5.26%	110%
	100%	19	100%	

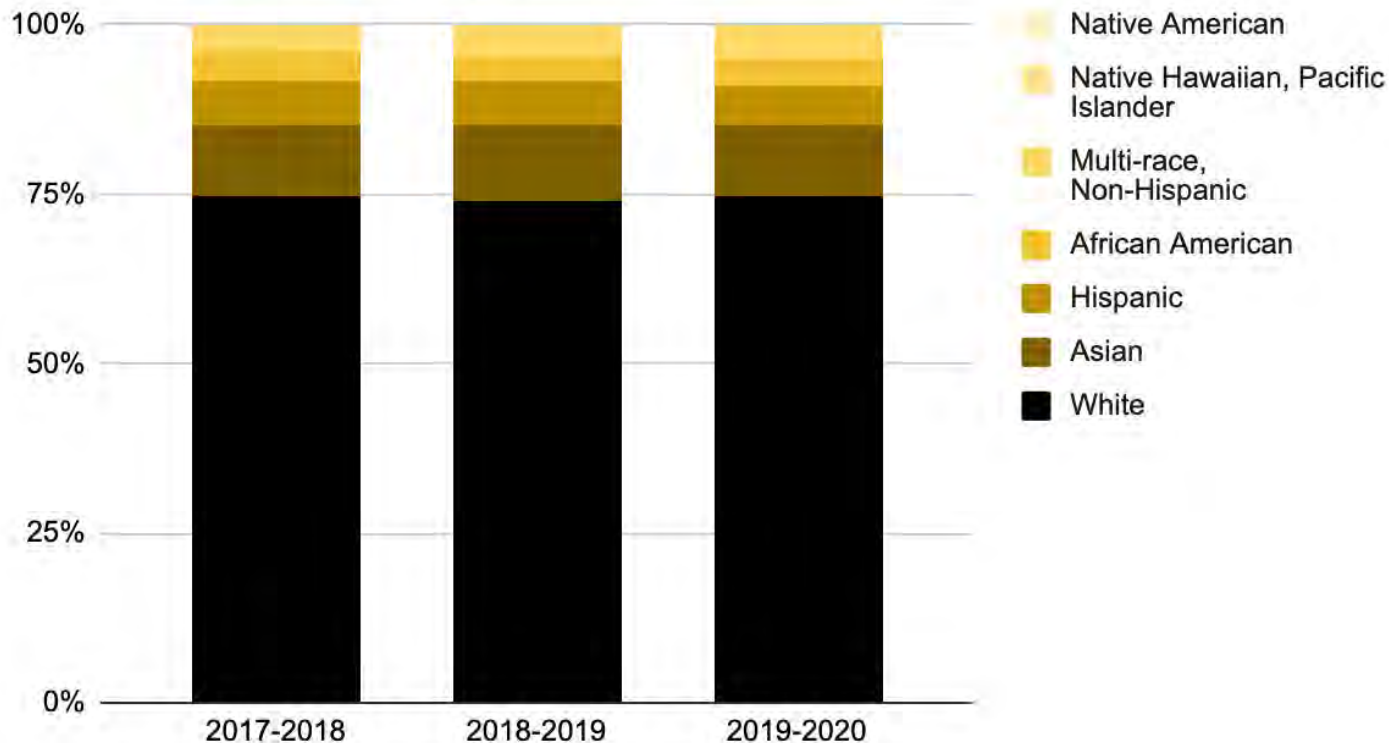


In-School Suspensions 2017-2020



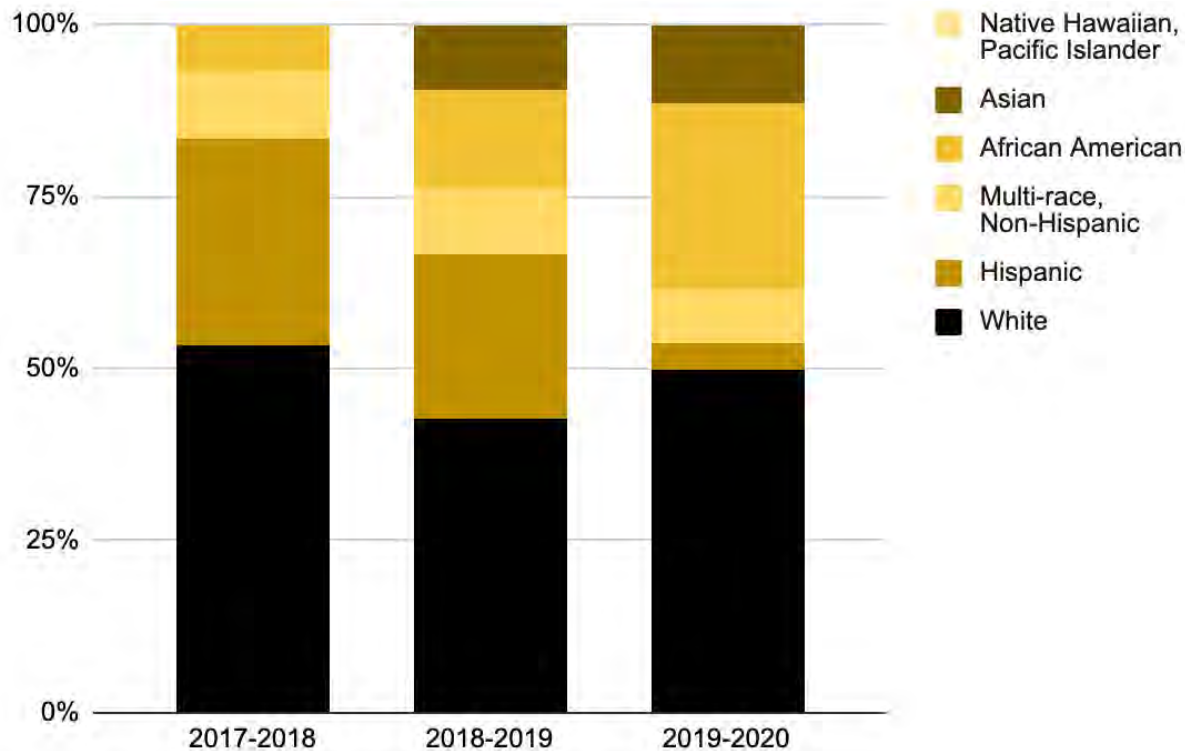


Student Population by Race





In-School Suspensions by Race





In-School Suspensions 2017-2018

	Population	IS Suspensions	IS Suspension %	Proportion
African American	4.4%	2	6.67%	152%
Asian	10.6%	0	0.00%	
Hispanic	6.4%	9	30.00%	469%
White	74.6%	16	53.33%	71%
Native Hawaiian, Pacific Islander	0.2%	0	0.00%	0
Multi-race, Non-Hispanic	3.8%	3	10.00%	263%
	100%	30	100%	



In-School Suspensions 2018-2019

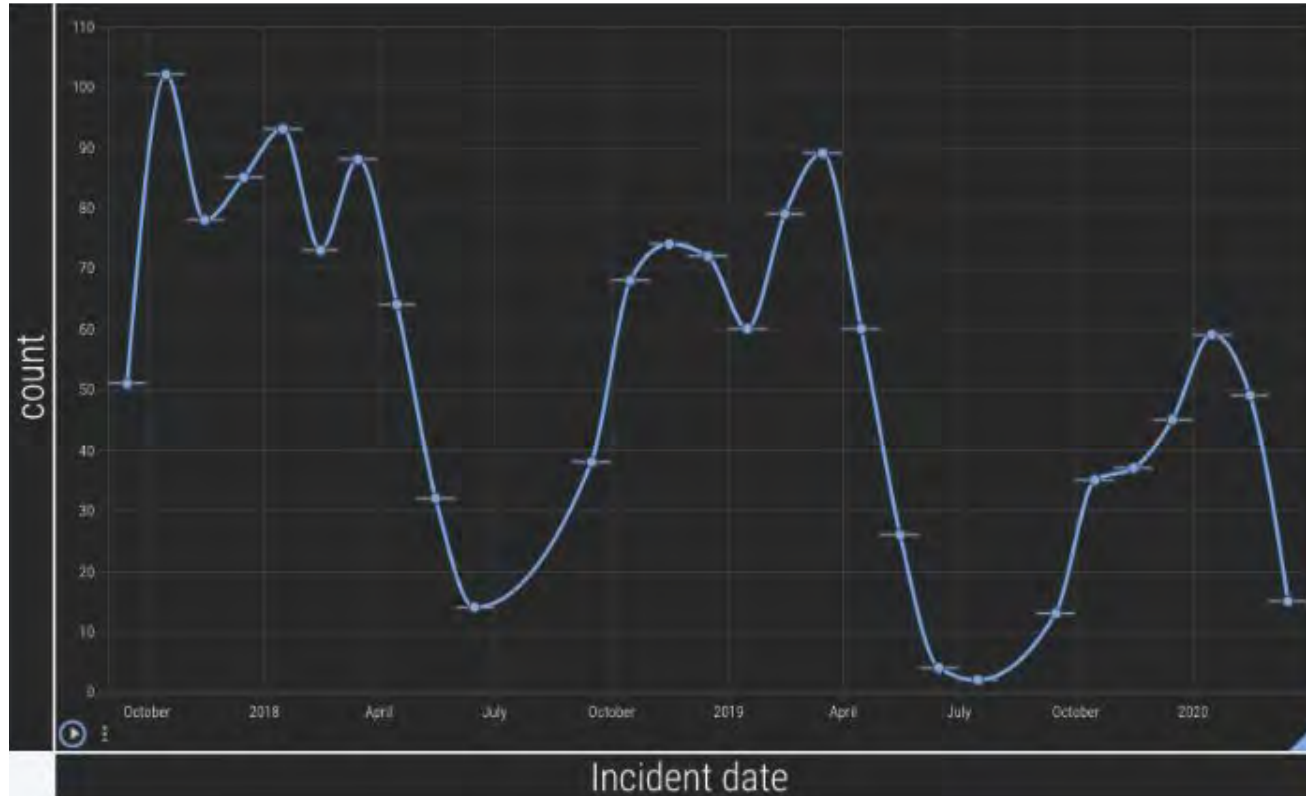
	Population	IS Suspensions	IS Suspension %	Proportion
African American	3.7%	3	14.29%	386%
Asian	11.3%	2	9.52%	84%
Hispanic	6.3%	5	23.81%	378%
Native American	0.0%	0	0.0%	
White	74.1%	9	42.86%	58%
Native Hawaiian, Pacific Islander	0.1%	0	0.00%	
Multi-race, non-Hispanic	4.6%	2	9.52%	207%
	100.1%	21	100%	



In-School Suspensions 2019-2020

	Population	IS Suspensions	IS Suspension %	Proportion
African American	4.0%	7	26.92%	673%
Asian	10.5%	3	11.54%	110%
Hispanic	6.0%	1	3.85%	64%
Native American	0.0%	0	0.0%	
White	74.6%	13	50.00%	67%
Native Hawaiian, Pacific Islander	0.1%	0	0.00%	
Multi-race, non-Hispanic	4.8%	2	7.69%	160%
	100%	26	100%	

Detention Trends 2017-20



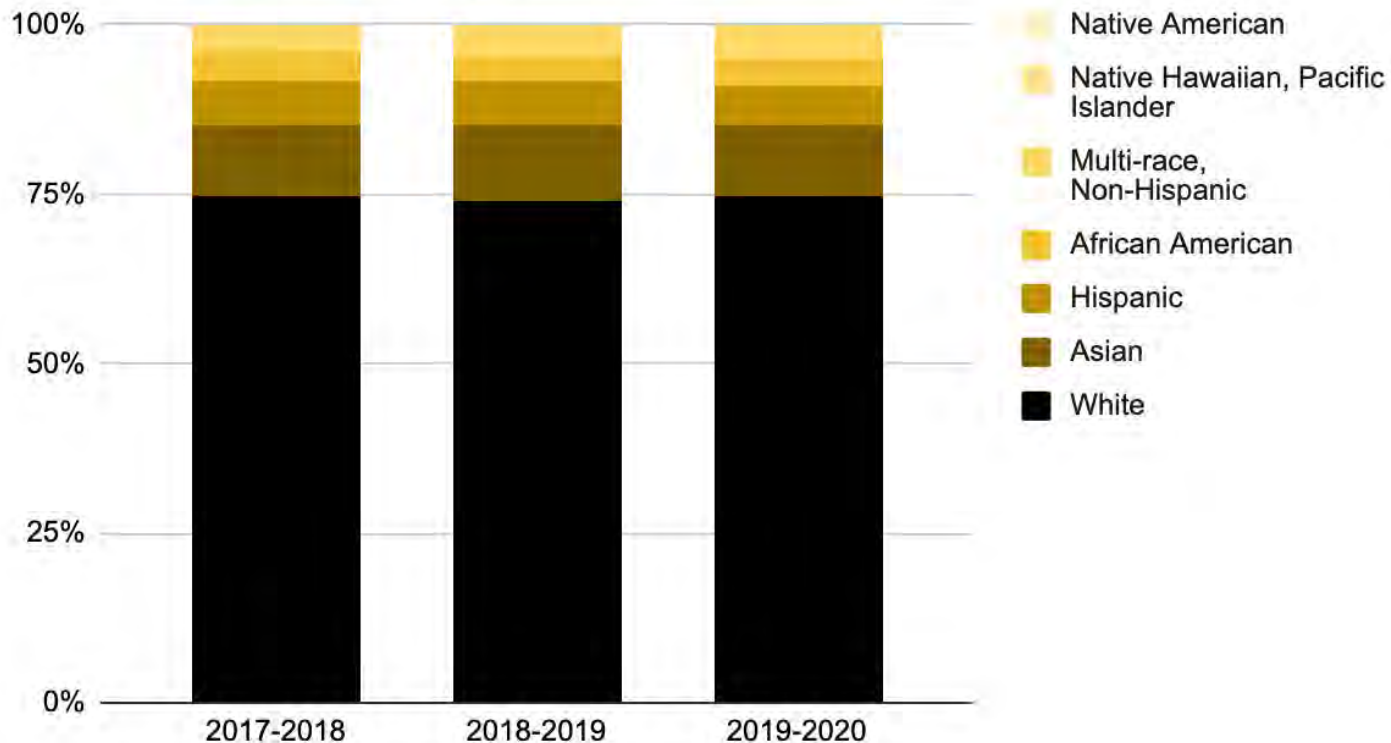


Interpreting Detention Data

- Detention is assigned by Deans for attendance (90%)
- These are numbers of incidents, not numbers of students
- 30 minute study hall. Student can choose day
- Has been difficult to access or analyze the data
- Used as notes, not logged as metric
- Can be indicative of attention to attendance as much as changed behavior
- Shows similar disproportionality to other discipline data
- Show trends of decline corresponding with CPS

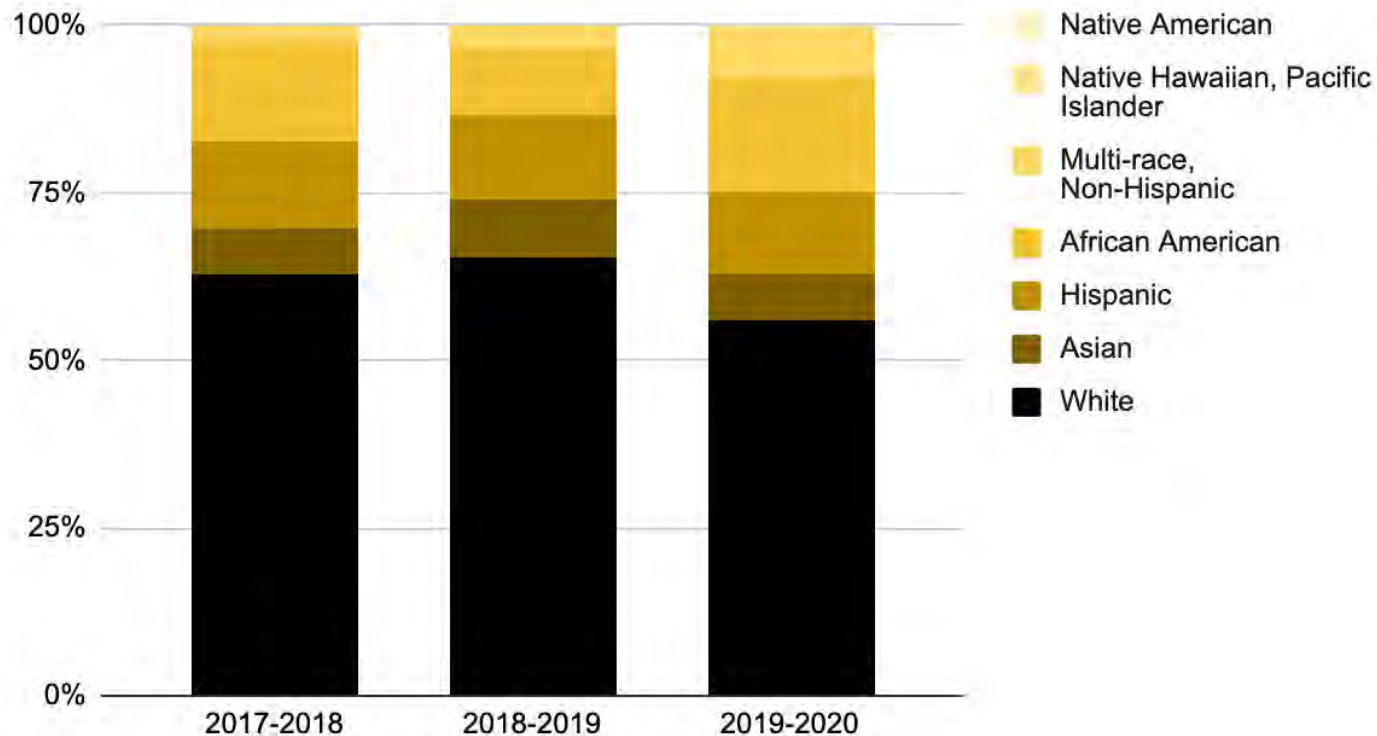


Student Population by Race





Detentions by Race





Detentions 2017-2018

	Population	Detentions	Detention %	Proportion
African American	4.4%	101	14.85%	338%
Asian	10.6%	46	6.67%	64%
Hispanic	6.4%	89	13.09%	205%
White	74.6%	427	62.79%	84%
Native Hawaiian, Pacific Islander	0.2%	0	0.00%	0%
Multi-race, Non-Hispanic	3.8%	17	2.5%	66%
	100%	680	100%	100%



Detentions 2018-2019

	Population	Detentions	Detention %	Proportion
African American	3.7%	56	9.79%	265%
Asian	11.3%	51	8.92%	79%
Hispanic	6.3%	71	12.41%	197%
Native American	0.0%	0	0.0%	
White	74.1%	373	65.21%	88%
Native Hawaiian, Pacific Islander	0.1%	1	0.17%	175%
Multi-race, non-Hispanic	4.6%	20	3.50%	76%
	100%	572	100%	100%



Detentions 2019-2020

	Population	Detentions	Detention %	Proportion
African American	4.0%	43	17.00%	425%
Asian	10.5%	17	6.72%	64%
Hispanic	6.0%	31	12.25%	204%
Native American	0.0%	0	0.0%	
White	74.6%	132	56.13%	75%
Native Hawaiian, Pacific Islander	0.1%	1	0.40%	395%
Multi-race, non-Hispanic	4.8%	19	7.51%	156%
	100%	253	100%	100%



Equity Concerns - Things to track

- Discipline for “behavior” based on attribution and relationships (e.g., disruption)
- Discipline based on teacher-student interaction
- Detention is based on “will” not skill
- Behavior is an interaction between student and school



Next Steps for Analysis

- Attendance Office for consistent data (started this year)
- IT and consultant support for coding, reviewing, and entering behavior data
- Set metrics for behavior outcomes and interventions (e.g., absences vs. “detentions”)
- Target disproportionality and overall rates
- Partnership with Think:Kids. Report on Think:Kids discipline analysis and evaluation plan



Next Steps for Programming

- Continue Collaborative Problem Solving implementation
- Specific training on Unconscious Bias
- Anti-racism working group (Everyday anti-racism, Curriculum, Staffing, Professional Development, Data, Resources for BIPOC)
- Review Interventions vs. Detentions to move away from Plan A. Examples:
 - Treatment model for drug offenses
 - ABCD
 - Academic support model for absences
- Other climate, culture, and curriculum initiatives

Comments/Questions

Gibbs School Data



Gibbs Detention/Logical Consequences

2018-2019

469 total students: 61 Asian, 1 American Indian, 15 African American, 35 Hispanic, 32 Multi race, 1 Pacific Islander, 324 White

- 0 detentions
- 27 logical consequences for wearing hoods, late to class, loss of recess, sent out of class (slips instituted in May, '19)
- Out of 44 total logged infractions in Powerschool: 4 listed as Asian, 1 listed as Black, 3 White /Hispanic, and 36 as White. These logged infractions are targets, victims, in-school suspensions and out of school suspensions

2019-2020

486 total students: 355 White, 20 African American, 40 Asian, 40 Hispanic, 30 Multi Race

- 0.56% of our white students received a detention
- 37 logical consequence slips this year for time owed, loss of recess privilege or cafeteria privilege.
- Out of 8 total logged infractions in Powerschool: 4 are listed as Black, 4 as listed as White

Ottoson Middle School Data

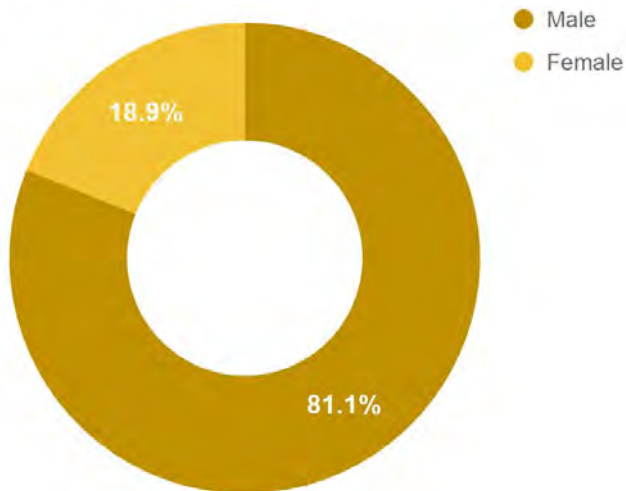


Detention Data, 2018-2020 (Grades 7,8)

2018-2019

217 total incidents resulting in detention.

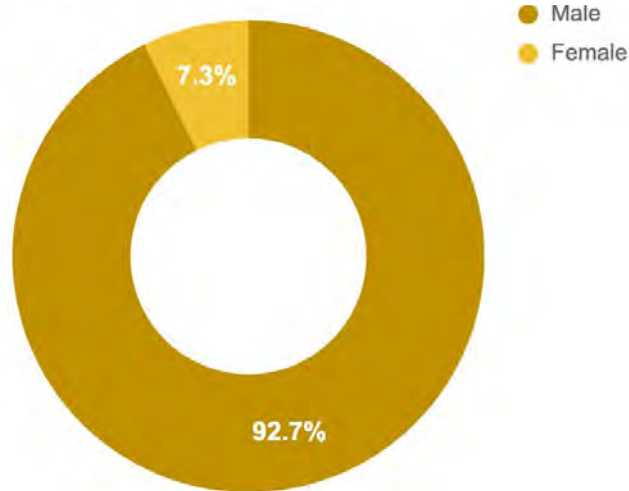
Incidents by sex:



2019-2020

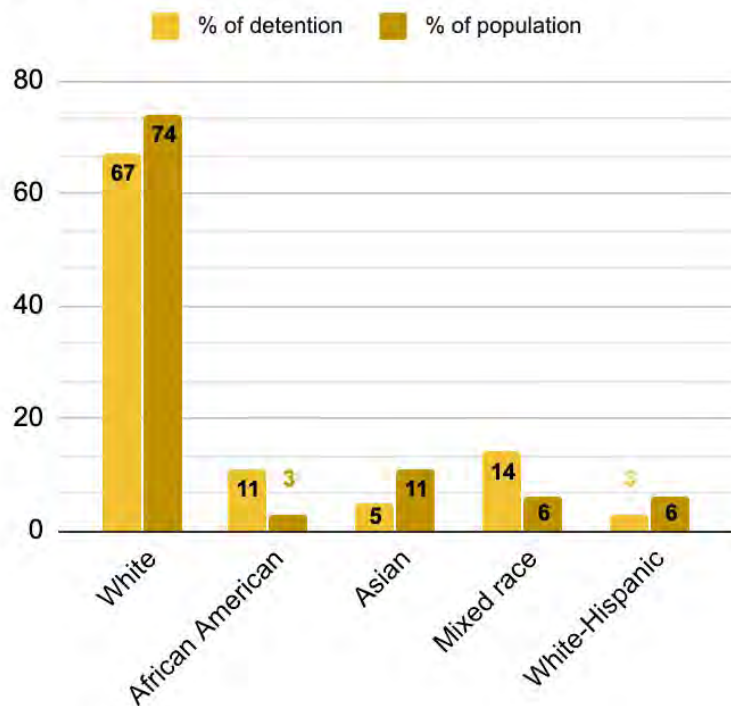
110 total incidents resulting in detention.

Incidents by sex:

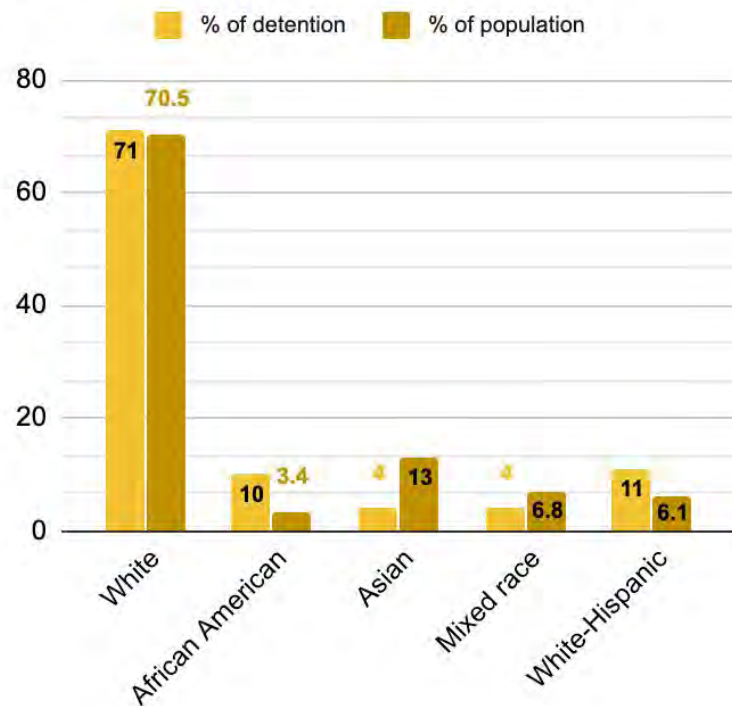


Detention Data, 2018-2020 (Grades 7,8)

2018-2019

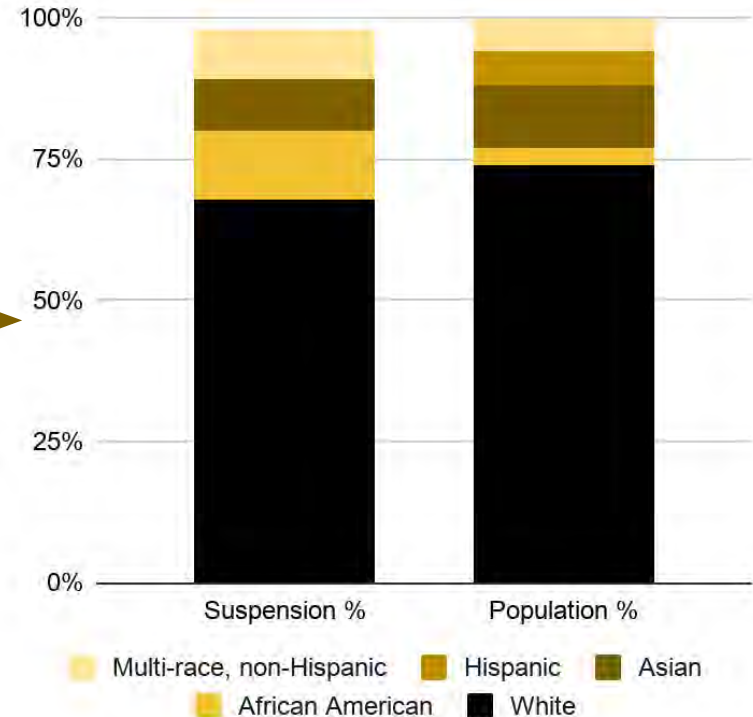


2019-2020



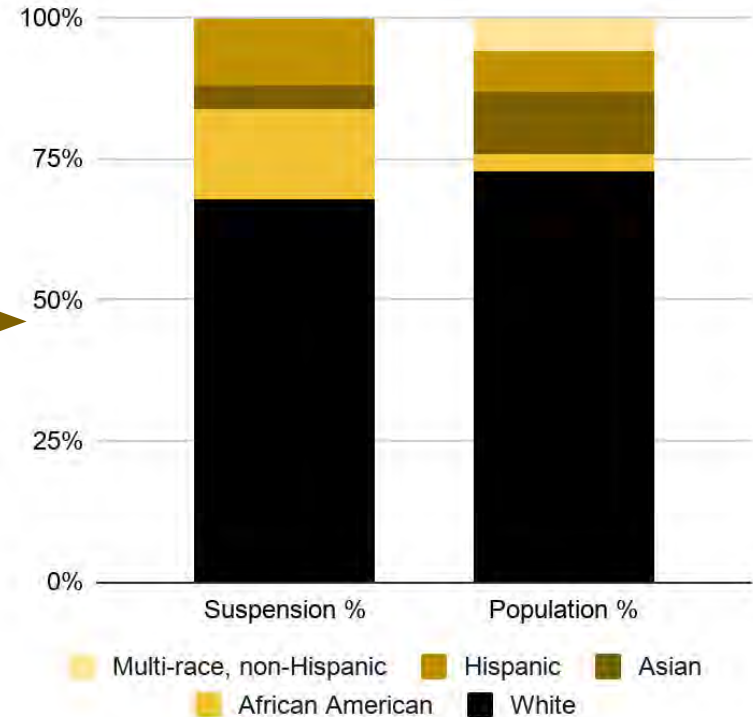
Suspension Data 2018-2019 School Year

- 42 incidents resulting in suspension.
 - 34 total students suspended.
 - 18 out of school suspensions.
- Gender: 30 male, 4 female.
- IEPs: ~50% special education students.
- Racial breakdown →
- Biggest reason for suspension: vaping.
- Grade:
 - 7th grade: 13 students
 - 8th grade: 21 students.



Suspension Data 2019-2020 School Year

- 47 incidents resulting in suspension.
 - 25 total students suspended.
 - 7 out of school suspensions.
- Gender: 23 male, 2 female.
- IEPs: 64% special education students.
- Racial breakdown
- Biggest reason for suspension: hallway behavior.
- Grade:
 - 7th grade: 15 students
 - 8th grade: 9 students





Detention Data 2018-2019 (Grades 7,8)

- 217 incidents resulted in detention (176 male - 41 female)
- 145 White (67% of detention - 74% of the population)
- 23 African Americans (11% of detention - 3% of the population)
- 12 Asians (5% of detention - 11% of the population)
- 31 Mixed Race (14% of detention - 6% of the population)
- 6 White-Hispanic (3% of detention - 6% of the population)



Detention Data 2019-2020 (Grades 7,8)

- 110 incidents that resulted in detention (102 male - 8 female)
- 78 White (71% of detention - 70.5)
- 11 African Americans (3.4% of pop. - 10% of detention)
- 5 Asians (13.0% of pop. - 4% of detention)
- 4 Mixed Race (6.8% of pop. - 4% of detention)
- 12 White-Hispanic (6.1 of pop. - 11% of detention)